DOCUMENT RESUME

ED 424 629 EA 029 392

AUTHOR Lindle, Jane Clark; Gale, Bruce S.; Curry-White, Brenda
TITLE Overview of Results from 1994 & 1995 School-Based Decision Making Surveys.
INSTITUTION Kentucky Univ.-Louisville Univ., KY. Joint Center for the Study of Educational Policy.
SPONS AGENCY Kentucky State Dept. of Education, Frankfort.
PUB DATE 1996-07-00
NOTE 33p.
PUB TYPE Reports - Descriptive (141)
EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Parent Participation; Parent School Relationship; Participative Decision Making; Program Effectiveness; *School Based Management; School Organization; *School Restructuring
IDENTIFIERS Kentucky; *School Councils

ABSTRACT

The 1994 and 1995 School-Based Decision Making (SBDM) Surveys were conducted in the fall of each of those years for the Study of Education Policy. This report compares the 1994 and 1995 responses to three questions: (1) What do people think of the effectiveness of SBDM? (2) Who is involved in the SBDM decisions? and (3) What are councils doing? The discussion focuses on school and district effectiveness, the barriers to SBDM, SBDM trainers' network, parent involvement, efforts to involve minorities and women, council productivity, improvement strategies, and the budget process. Findings show that most people rate SBDM as good to excellent in their school and district, and ratings increased in both good and excellent categories from 1994 to 1995. Superintendents reported more efforts to involve, recruit, and hire women and minorities than did SBDM council members or non-SBDM principals, and nearly 80 percent of principals reported that they had not tried some of the more successful strategies for parent involvement in SBDM such as potluck dinners or neighborhood meetings. It is hoped that as more councils have more experience with SBDM, longitudinal data will help councils track effectiveness, productivity, and ways SBDM involves more parents in education. (Contains 14 figures.) (RJM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 424 629

Overview of Results from 1994 & 1995 School-Based Decision Making Surveys

Prepared for the Kentucky Department of Education
by

University of Kentucky/University of Louisville
Joint Center for the
Study of Education Policy

Survey Development & Analysis
Jane Clark Lindle
Associate Professor
Department of Administration & Supervision
University of Kentucky

Project Director
Bruce S. Gale
Associate Director
Urban Studies Institute
University of Louisville

Research Facilitator
Brenda Curry-White
Urban Studies Institute
University of Louisville

July, 1996

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY
J. Lindle
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

EA 028392

Introduction

The 1994 and 1995 School-Based Decision Making (SBDM) Surveys were conducted in the fall of each year by the University of Kentucky/University of Louisville Joint Center for the Study of Education Policy. Both years, SBDM Council members (principals, teacher, and parent representatives), superintendents, and non-SBDM principals answered forced-choice questions about SBDM implementation and practices. In 1994, 1741 individuals returned usable questionnaires. In 1995, the responses totaled 1841. Given similar response rates (36% in 1994 and 33% in 1995), this overview reports on comparisons of 1994 and 1995 responses to the following three questions:

- What do people think of the effectiveness of SBDM?
- Who is involved in the SBDM decisions?
- What are Councils doing?

What Do People Think of the Effectiveness of SBDM?

Both years, several comprehensive items were used to elicit people's views of SBDM's effectiveness. In this overview, perceptions of how SBDM is working at the school and district level are reported for both years. Also, an item which will become moot in July, 1996, asked for superintendents' and non-SBDM principals' assessment of the barriers preventing the implementation of SBDM. Finally, perspectives on the influence of training on the effectiveness of SBDM is reported in this section.

School & District Effectiveness

Two items on the effectiveness of SBDM were direct questions asked of all respondents. One question asked about school-level effectiveness; the other, about district-level effectiveness.

BEST COPY AVAILABLE

What is your perception of how SBDM is working in your...

	Excellent	Good	Fair	Poor
A. School ...	4	3	2	1
B. District ...	4	3	2	1

Trends over both years across all groups show people increased their ratings of both school and district SBDM. Figure 1 compares SBDM members' (principals', teachers' and parents') ratings of school-level SBDM across both years. Figure 2 shows all groups' (superintendents', Non-SBDM principals', and all SBDM members') ratings of district SBDM.

In both '94 and '95, Council members (principals, teachers and parents) tended to rate SBDM in their own school higher than in their district. Over 65% marked "good" or "excellent" in rating their schools' SBDM both years, but only slightly over 50% (51% in 1994; 54% in 1995) marked "good" or "excellent" in rating SBDM in their districts. Of all the groups, only Non-SBDM principals rated SBDM in their districts as "fair" or "poor" both years (56% in 1994; 52% in 1995).

Figure 1

How is SBDM working in your school?

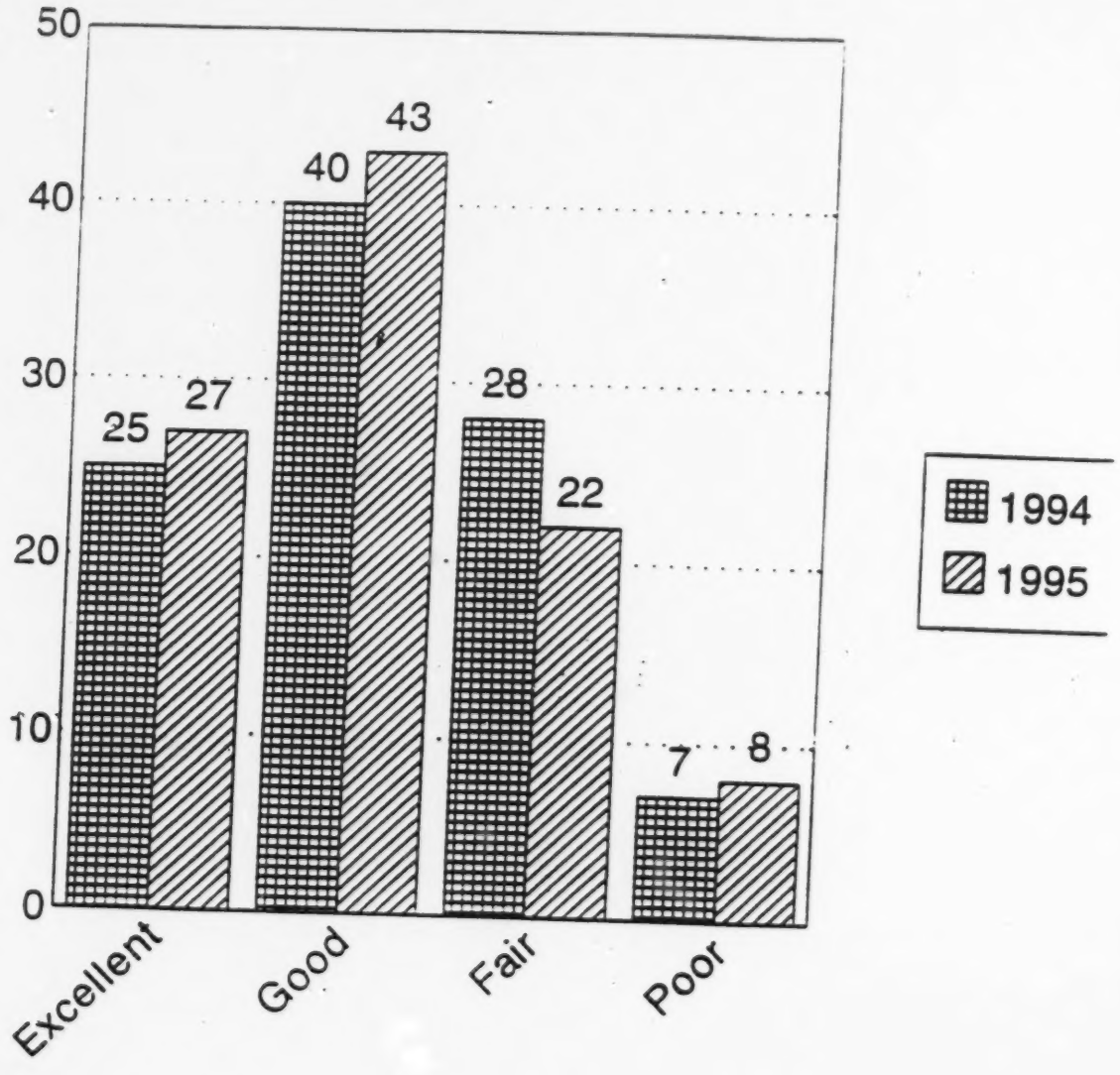
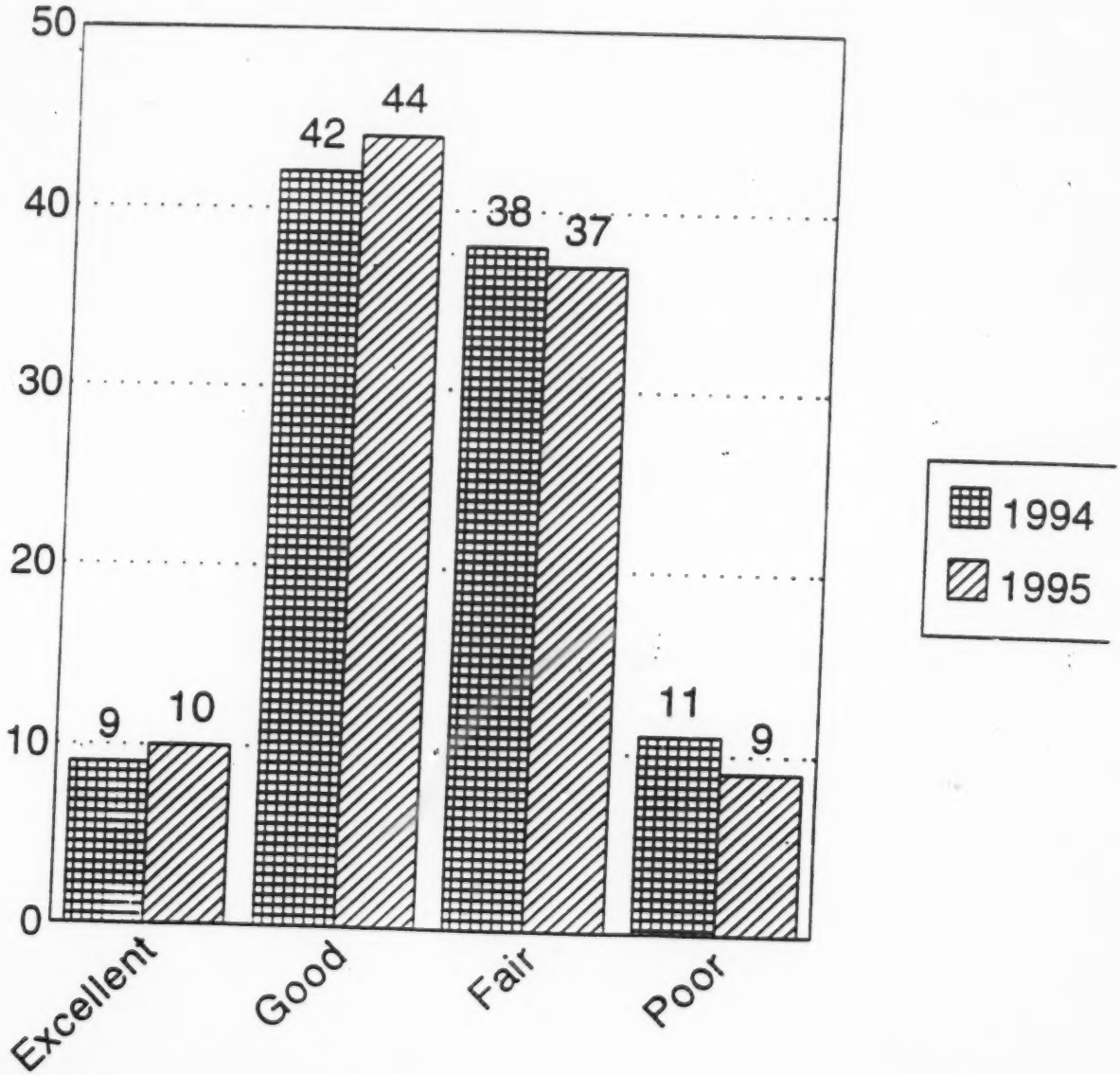


Figure 2

How is SBDM working in your district?



(percentages)

Barriers to SBDM

The non-SBDM principals' negative assessment of district SBDM may be related to their perceptions of barriers to implementing Councils. In 1994 as well as 1995, superintendents and Non-SBDM principals were asked to rate nine factors' influences limiting SBDM implementation. The question for non-SBDM principals was worded as follows;

> In your opinion, what influence do the following factors have in explaining why your school has not yet implemented School Based Decision Making?

	Very Strong Influence	Strong Influence	Some Influence	Slight Influence	No Influence
Amount of time required by SBDM	5	4	3	2	1
Bad experience of schools currently using SBDM	5	4	3	2	1
Contractual issues with teachers' organization	5	4	3	2	1
Faculty resistance	5	4	3	2	1
Not enough information	5	4	3	2	1
Principal's opinions	5	4	3	2	1
School board members' opinions	5	4	3	2	1
Superintendents' opinions	5	4	3	2	1
Too busy with other KERA implementation	5	4	3	2	1

Superintendents had the same list of factors with the same selection of ratings, but they responded to the question as follows;

> In your opinion, what influence do the following factors have on the schools that **don't** yet use School Based Decision Making?

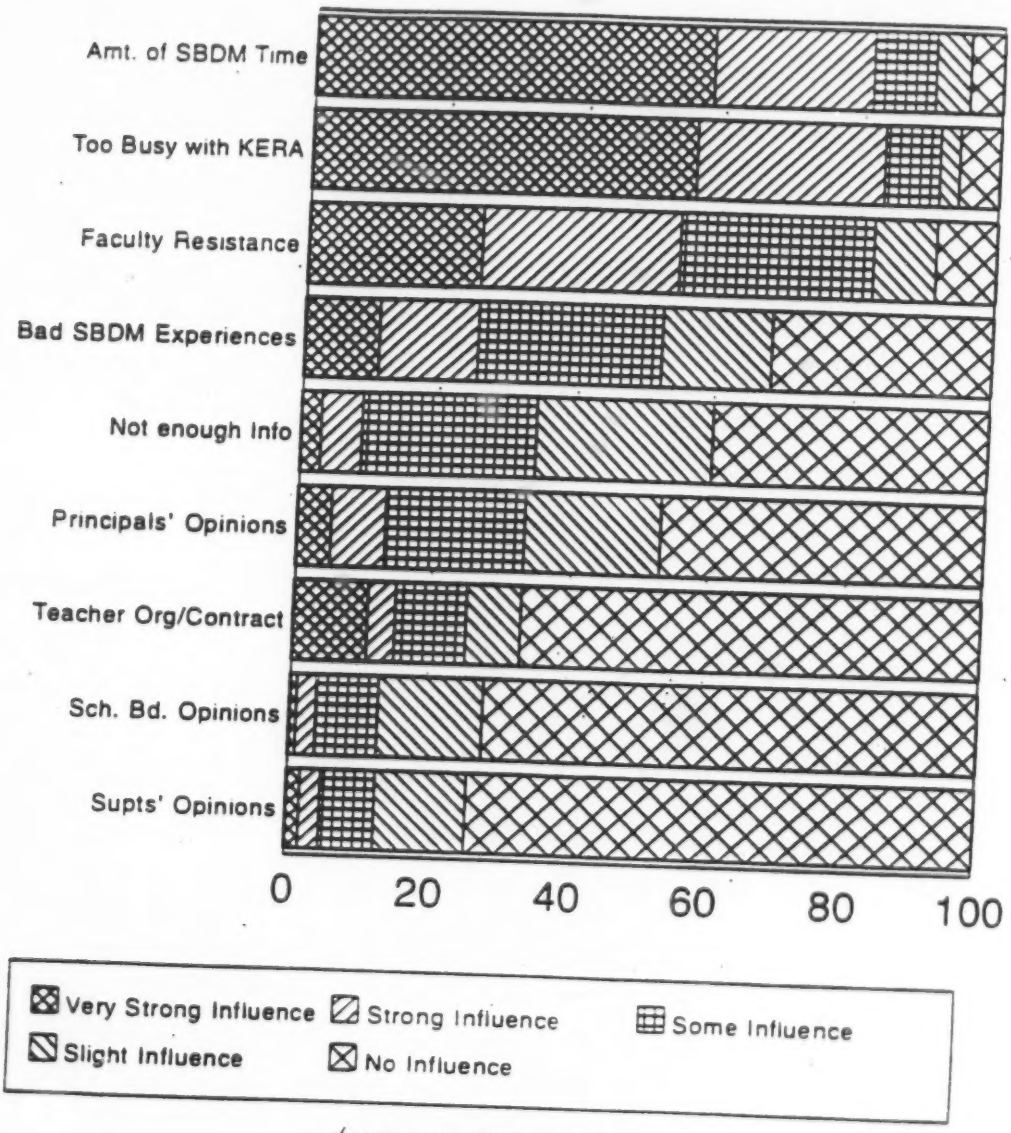
For both years, responses were fairly similar. The strongest influences on lack of SBDM implementation were time factors. Figures 3 and 4 are organized with the strongest factors listed at the top and the weakest influences listed at the bottom of each display. Figures 3 and 4 also show that the weakest reported influences were non-SBDM principals' and superintendents' opinions. Contractual obligations also were not perceived as barriers for most respondents both

BEST COPY AVAILABLE

years. Yet faculty resistance was consistently reported as a strong factor in preventing SBDM implementation both years. The link between time and faculty resistance is not too surprising. If SBDM is perceived as time consuming, teachers may spurn committee and council meetings as unnecessary burdens to implementing KERA's other initiatives.

Figure 3

What influence do the following factors have on schools that don't yet use SBDM?

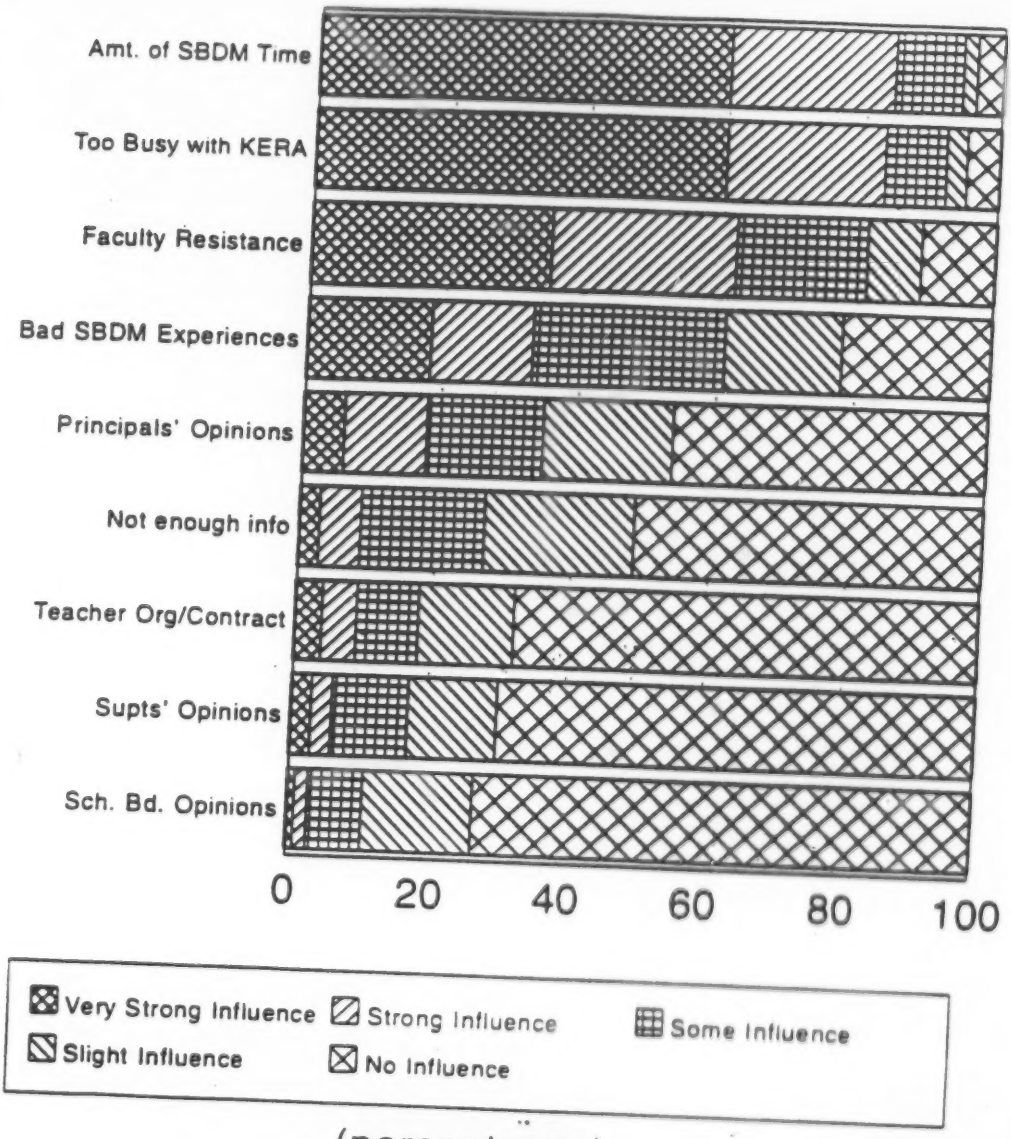


(percentages)
1994 Responses

BEST COPY AVAILABLE

Figure 4

What influence do the following factors have on schools that don't yet use SBDM?



(percentages)
1995 Responses

SBDM Trainers' Network

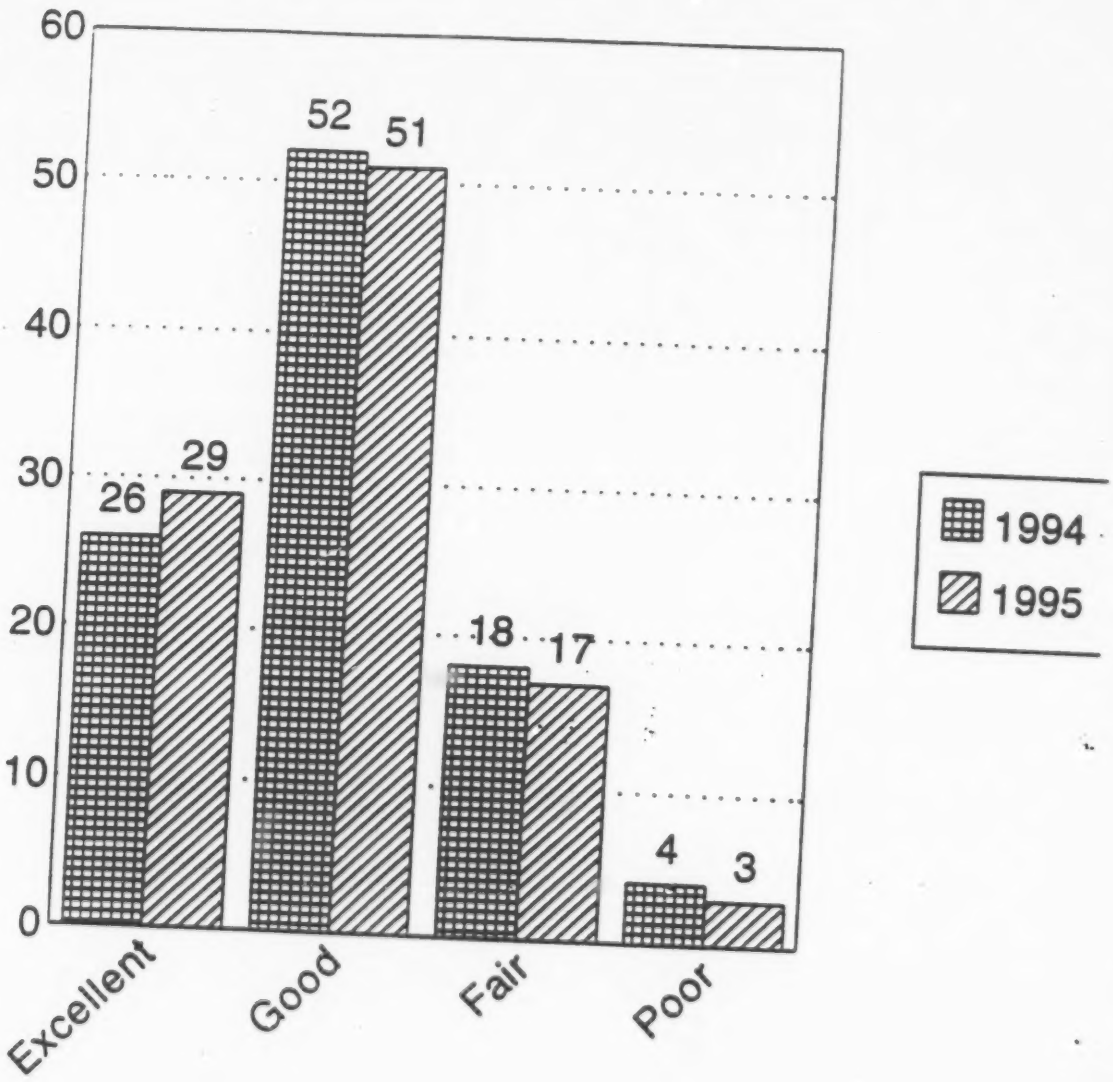
The final means of soliciting perceptions about KDE's role in the effectiveness of SBDM was to have respondents rate the SBDM Trainers' Network. SBDM Council members (principals, teachers, and parents) were asked to respond to a number of KDE programs with the following prompt:

> Please rate the Kentucky Department of Education's information about School Based Decision Making in the following areas.

Figure 5 shows how people rated the SBDM Trainers Network in 1994 and 1995. Responses were fairly consistent over both years with more than 75% rating the SBDM Trainers Network as "excellent" or "good."

Figure 5

Rating of KDE's SBDM Trainers Network



(percentages)

Who is involved in the SBDM decisions?

Two sections of the 1994 and 1995 surveys helped identify respondents' perceptions of SBDM involvement. One section specifically asked about strategies to include all parents in SBDM and school activities. The other section focused on ways school districts and SBDM Councils tried to include minorities and women in SBDM activities.

Parent Involvement

In 1992, pilot year SBDM principals were asked which strategies had been successful in involving parents. Their reponses included 11 strategies used in the 1994 and 1995 SBDM Survey. SBDM principals answered the following questions about parent involvement;

> Designate which of the following parent involvement strategies you have tried and indicate the degree of success you experienced with each strategy.

	Very Successful	Successful	Unsuccessful	Have not tried
Pot Luck Dinner	3	2	1	N
Open House	3	2	1	N
SBDM election prior to student performance (choir, play, etc)	3	2	1	N
SBDM election after student performance (choir, play, etc)	3	2	1	N
Holding PTA/PTO meeting in conjunction with SBDM meeting	3	2	1	N
Scheduling SBDM committee meetings after work hours	3	2	1	N
Scheduling SBDM meetings after work hours	3	2	1	N
Scheduling SBDM meetings to avoid other community activities (church study groups, school board meetings, etc.)	3	2	1	N
Parent orientation to school and SBDM	3	2	1	N
Parent buddy system (each parent brings a new parent)	3	2	1	N
Holding SBDM meetings in various school neighborhoods/communities rather than at school	3	2	1	N

BEST COPY AVAILABLE

Figure 6 lists the SBDM principals' assessment of the success of each parent involvement strategy for both years. The most successful strategies were attracting an Open House, holding SBDM after work, and avoiding conflicts with community activities. But it should be noted that these strategies have not been utilized by many of the responding principals. Figure 7 shows which activities have not been tried.

As seen in Figure 7 at least six of the strategies had not been tried by the majority of SBDM principals either year. Most SBDM principals apparently only utilized four or five strategies. Of the five strategies which had been attempted, most are fairly successful according to the results listed in Figure 6.

Figure 6
Parent Involvement Strategies' Success

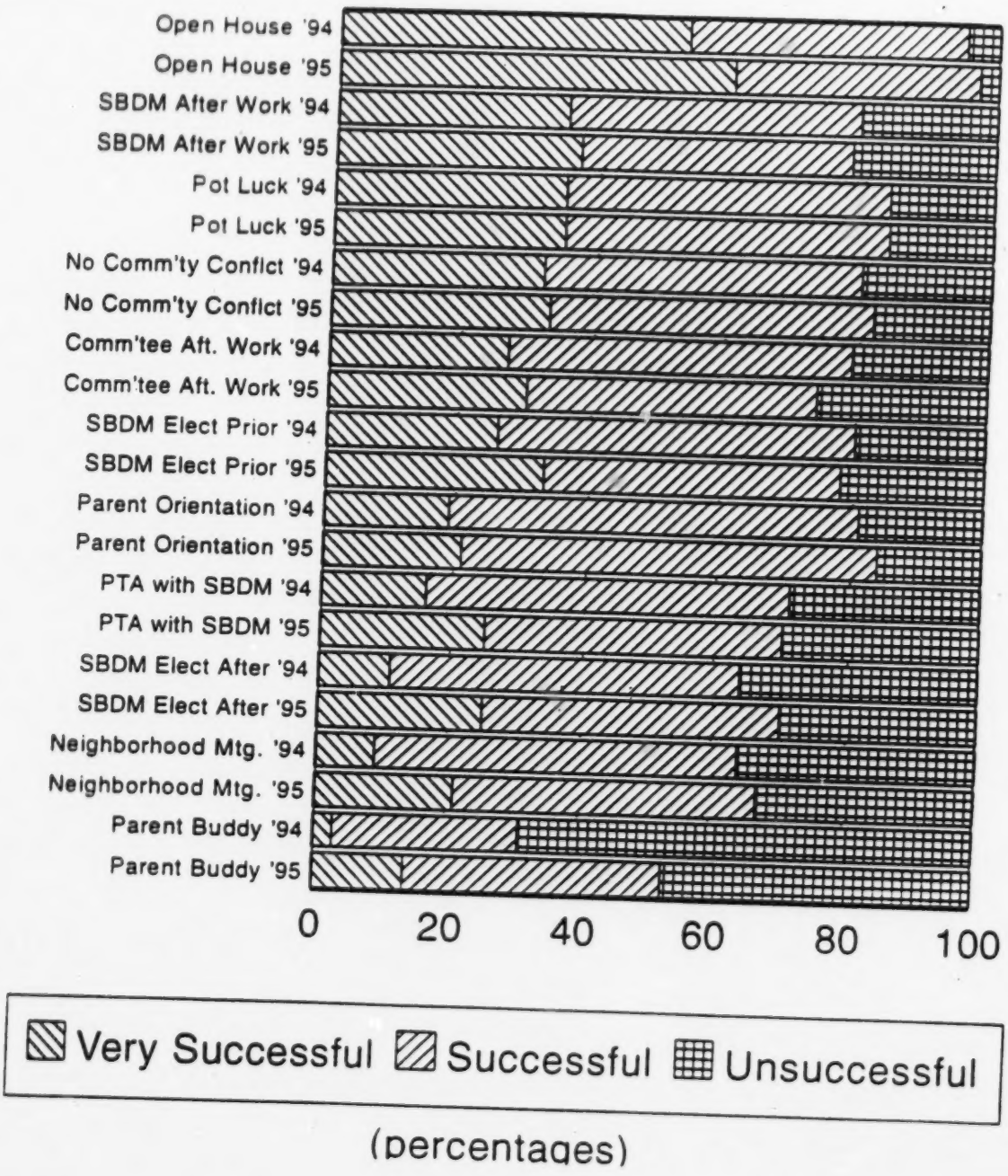
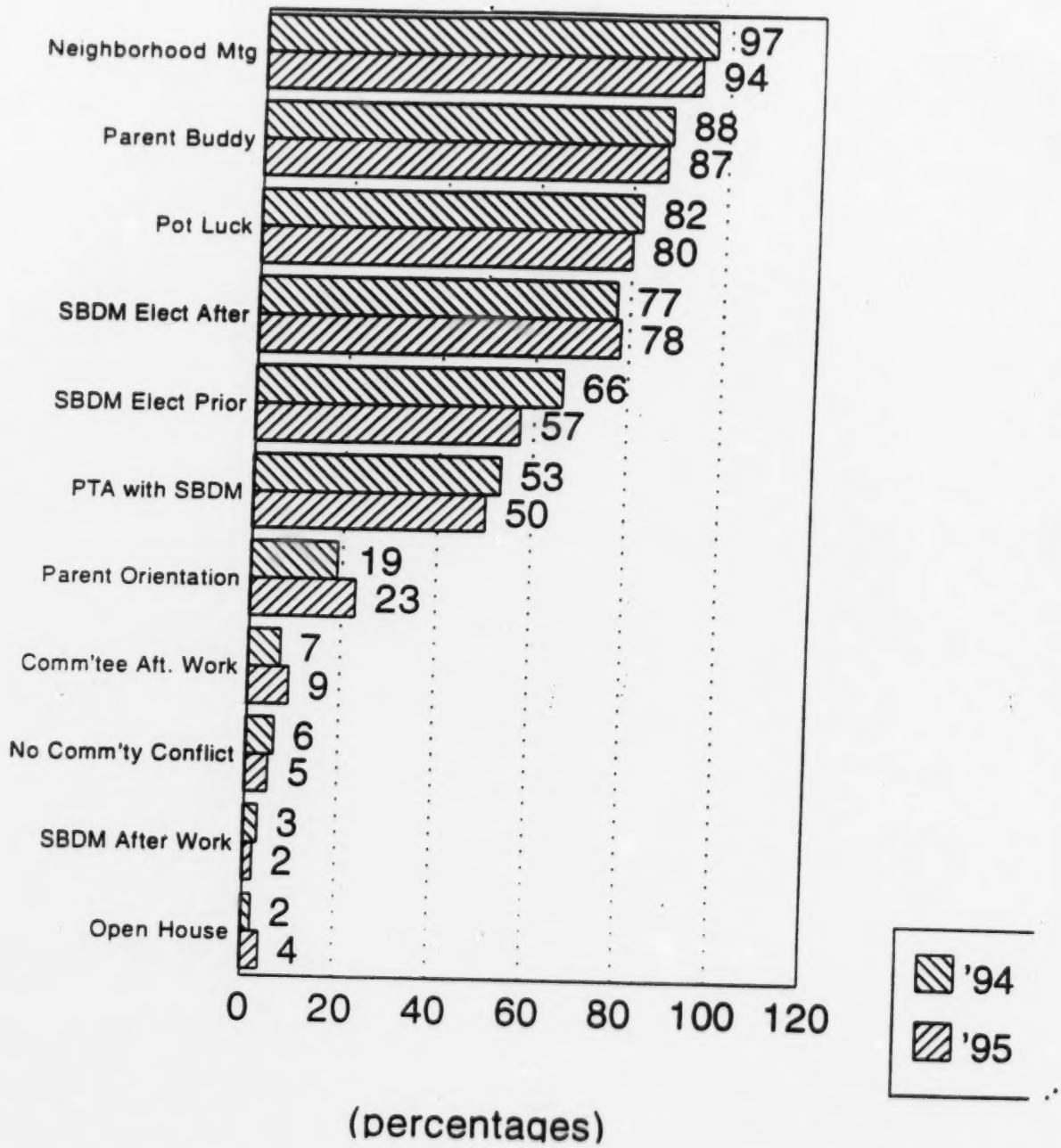


Figure 7
Untried Parent Involvement Strategeis



Involving Minorities and Women

Superintendents and SBDM Council members responded to the section on SBDM involvement for minorities and women. The questions looked like this:

> Indicate among the following activities the level of effort your SBDM school council has made in addressing issues of minority groups.

	Very Strong Effort	Strong Effort	Some Effort	Weak Effort	No Effort
Affirmative Action Policy	5	4	3	2	1
Recruitment of minority teacher candidates in the past year	5	4	3	2	1
Hired minority teachers in the past year	5	4	3	2	1
Recruited minority administrator candidates in the past year	5	4	3	2	1
Hired minority administrators in past year	5	4	3	2	1
Recruited female administrator candidates in past year	5	4	3	2	1
Hired female administrators in past year	5	4	3	2	1
District policy on involving minority parents	5	4	3	2	1
District strategies for involving minority parents	5	4	3	2	1
District training for certified staff on involving minority parents	5	4	3	2	1
Recruiting minority representatives to SBDM Council	5	4	3	2	1
SBDM school council policy on involving minority parents	5	4	3	2	1
Inclusion of minority parents on SBDM Committees	5	4	3	2	1
SBDM policy for committee participation	5	4	3	2	1

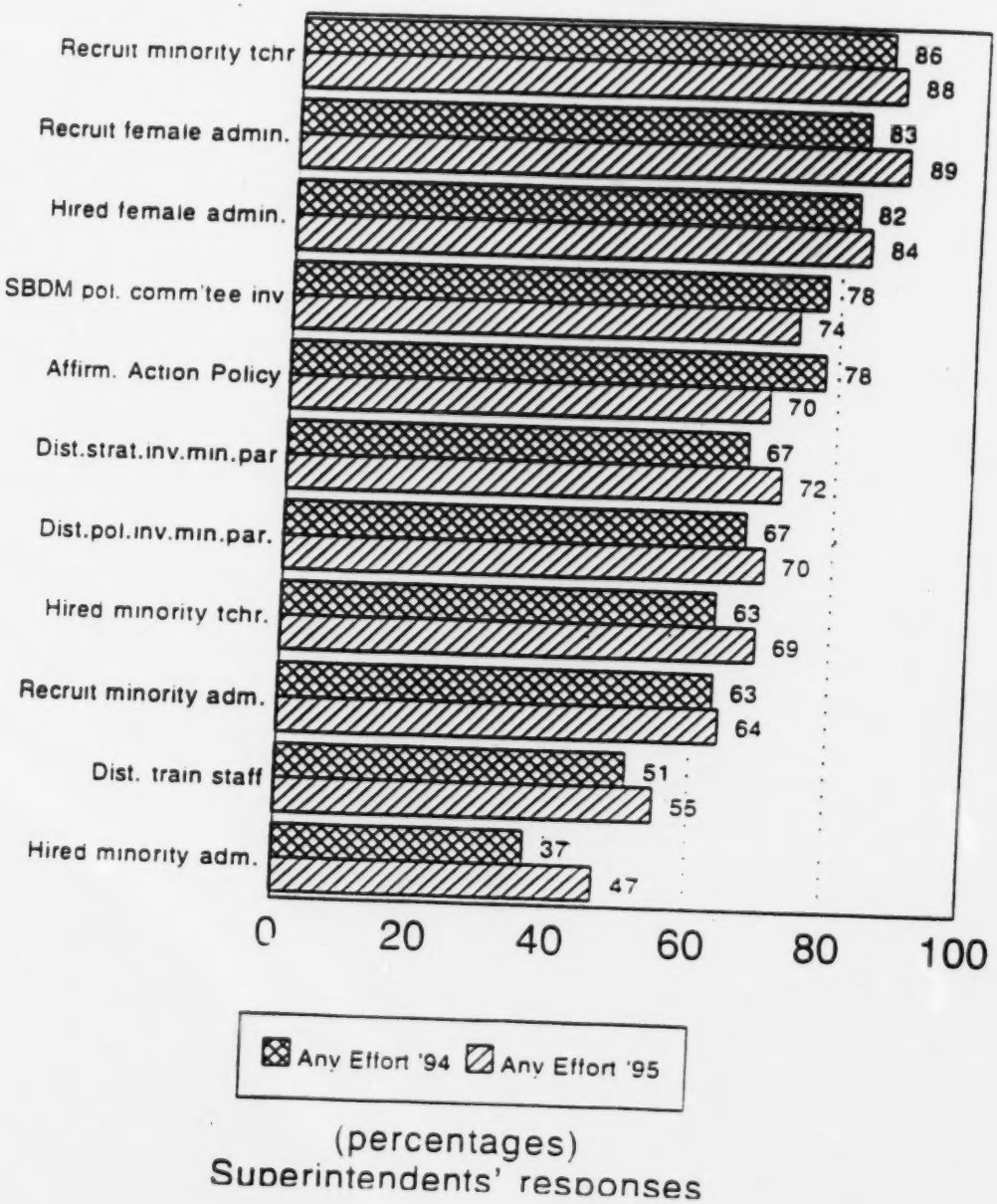
Responses from all groups were consistent each year, but superintendents attributed significantly more effort to these strategies than did SBDM Council members (principals, teachers, and parents). To illustrate the differences between the two groups with an economy of visuals, Figures 8 and 9 display a merged category of "any effort" which combines the original categories of "very strong effort," "strong effort," and "some effort.

Figure 8 shows the eleven items to which superintendents responded. They reported the

BEST COPY AVAILABLE

Figure 8

What efforts have been made to involve minorities and women?



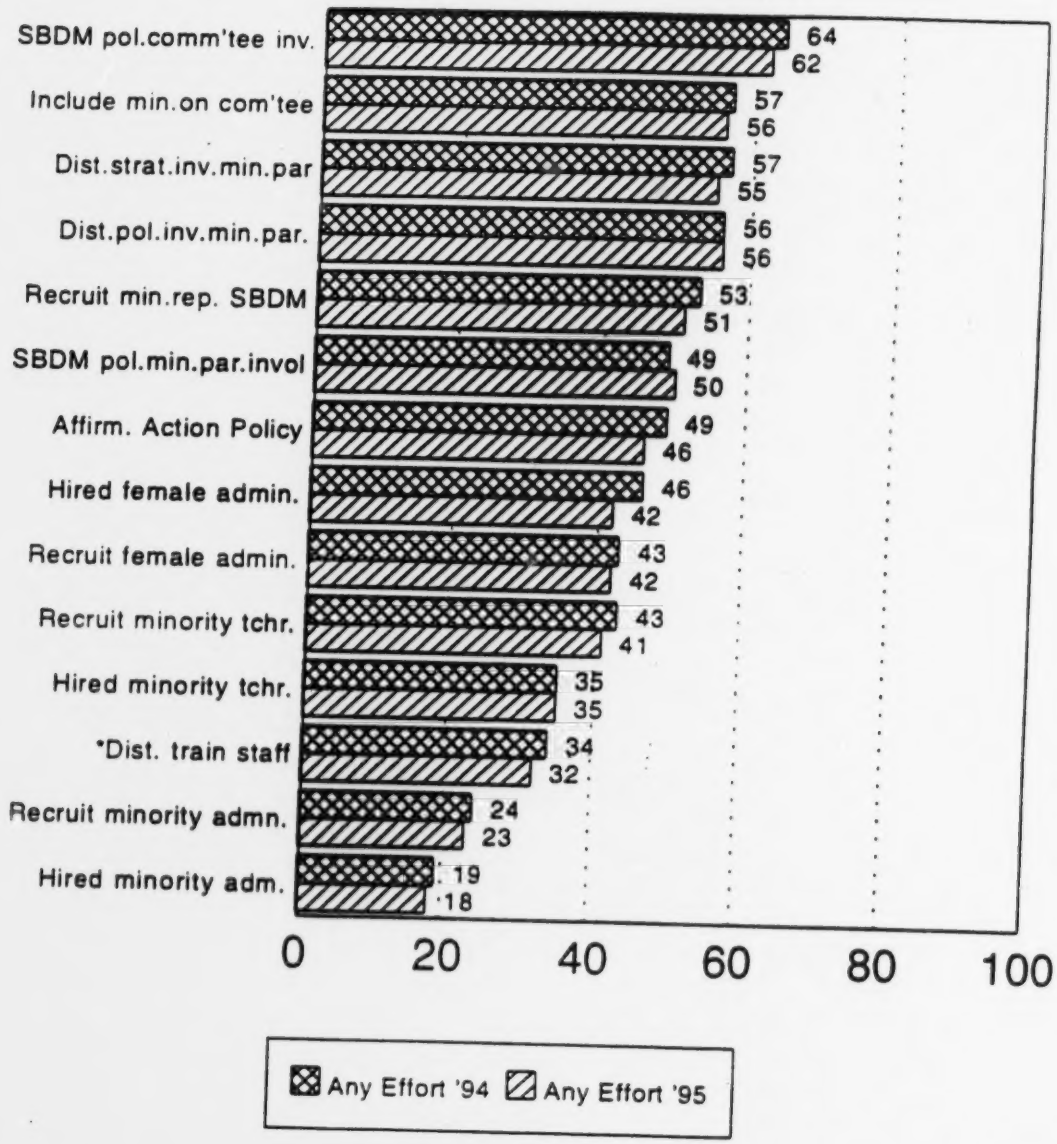
(percentages)
Superintendents' responses

most efforts in recruiting minority teachers and female administrators and apparently had some success in hiring female administrators "in the past year" for both 1994 and 1995. The superintendents reported the weakest efforts in district training efforts on minority issues for certified staff as well as weak efforts in hiring minority administrators over "the past year." Encouragingly, all the items showed increases in reported efforts in minority involvement issues from 1994 to 1995.

Figure 9 displays the 14 items which SBDM Council members answered with the exception of the item on district training for certified staff which parents were not asked. Council members' answers, unlike the superintendents' reflected more efforts at the school level. The strongest reported efforts were in SBDm policy on committee involvement and including minorities on committees. SBDM members described little effort in hiring minority administrators.

Figure 9

What efforts have been made to involve minorities and women?



(percentages)

SBDM Council members' responses

parents were not asked this item

What are Councils doing?

Both years a number of assessments were made of SBDM activities. For this report, comparisons were made across three sections of the survey: [1] council productivity, [2] strategies for improving KIRIS, and [3] budget processes.

Council Productivity

SBDM Council members were asked to indicate how they handled 14 of the SBDM Council responsibilities outlined by KRS § 160.345. The question looked liked this:

> Indicate your SBDM School Council's level of involvement in the following areas over the past school year. (For each activity, choose the **one** response which most closely fits your situation).

	Highly Involved in All Affairs	Delegate details to SBDM committees	Delegate details to Faculty	Delegate details to Principal	No Involvement
Policy for achieving KERA goals and KIRIS threshold	5	4	3	2	1
Establish the number of persons employed in each job classification	5	4	3	2	1
Select textbooks	5	4	3	2	1
Select instructional materials	5	4	3	2	1
Select new principal	5	4	3	2	1
Consult with principal on hiring	5	4	3	2	1
Make curriculum policy	5	4	3	2	1
Make staff assignment policy	5	4	3	2	1
Make student assignment policy	5	4	3	2	1
Make school schedule	5	4	3	2	1
Make instructional practices policy	5	4	3	2	1
Make discipline policy	5	4	3	2	1
Make extra-curricular policy	5	4	3	2	1
Make policy for alignment with state standards, technology and program appraisal	5	4	3	2	1

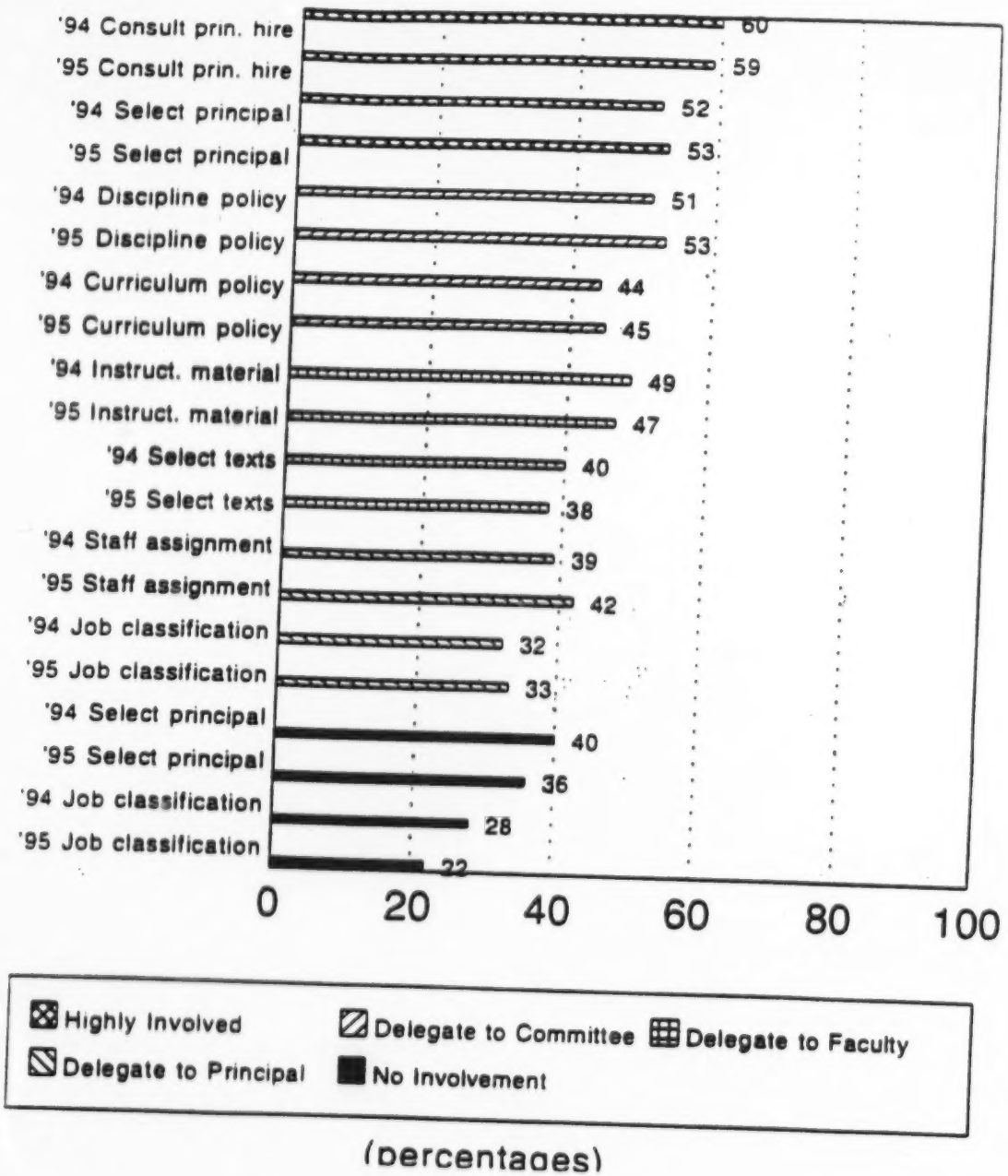
Figure 10 shows that SBDM council members report a high degree of involvement in personnel matters. Although both years nearly two-fifths of respondents reported no involvement in selecting a principal, the majority (52% in 1994; 53% in 1995) reported being "highly involved

BEST COPY AVAILABLE

in all affairs" of selecting a principal. Councils also related they are "highly involved" in consulting with the principal on hiring (60% in 1994; 59% in 1995). Committees appear to be used for the development of discipline policies and to make discipline policies. Faculty are delegated the responsibility for selecting textbooks and instructional materials. Principals are delegated personnel responsibilities such as making staff assignment policy and establishing the number of persons employed in each job category.

Figure 10

What are SBDM Councils' level of involvement in legislated responsibilities?



BEST COPY AVAILABLE

KIRIS Improvement Strategies

Councils are involved in policy for achieving KERA goals and student achievement in a number of ways. One set of questions sought SBDM Council members' and non-SBDM principals' perceptions of instructional strategies for improving KIRIS results. Eight strategies in which schools participate for improving students achievement were presented in this section as follows;

> Among the various strategies for improving curriculum and instruction listed below, indicate which your school is using what effect you think it has had on your school's KIRIS results.

	Very Strong Effect	Strong Effect	Some Effect	Weak Effect	No Effect	Not Using
SBDM committee(s) on curriculum and instruction	5	4	3	2	1	N
Participation in continuous assessment every grade level	5	4	3	2	1	N
By grade analysis of KIRIS results	5	4	3	2	1	N
Transformations (Ky. Curriculum Framework)	5	4	3	2	1	N
School Transformation Plan	5	4	3	2	1	N
Professional development on authentic instruction and assessment	5	4	3	2	1	N
Utilizing ESS	5	4	3	2	1	N
Utilizing Chapter 1 (Title I)	5	4	3	2	1	N

In Figures 11 and 12, the responses were combined using "very strong effect," "strong effect," and "some effect" for an overall category of "any effect." The other combination of categories of "weak effect" and "no effect" are not shown here due to editorial constraints.

Figure 11 shows the effectiveness of these instructional strategies as assessed by SBDM Council members (principals, teachers, and parents). SBDM members attributed more effectiveness to professional development on authentic instruction and assessment than to the other strategies. Utilizing Chapter 1 (now known as Title I) received less endorsement from SBDM members than the other strategies.

In Figure 12, the non-SBDM principals' ratings of instructional strategies are displayed.

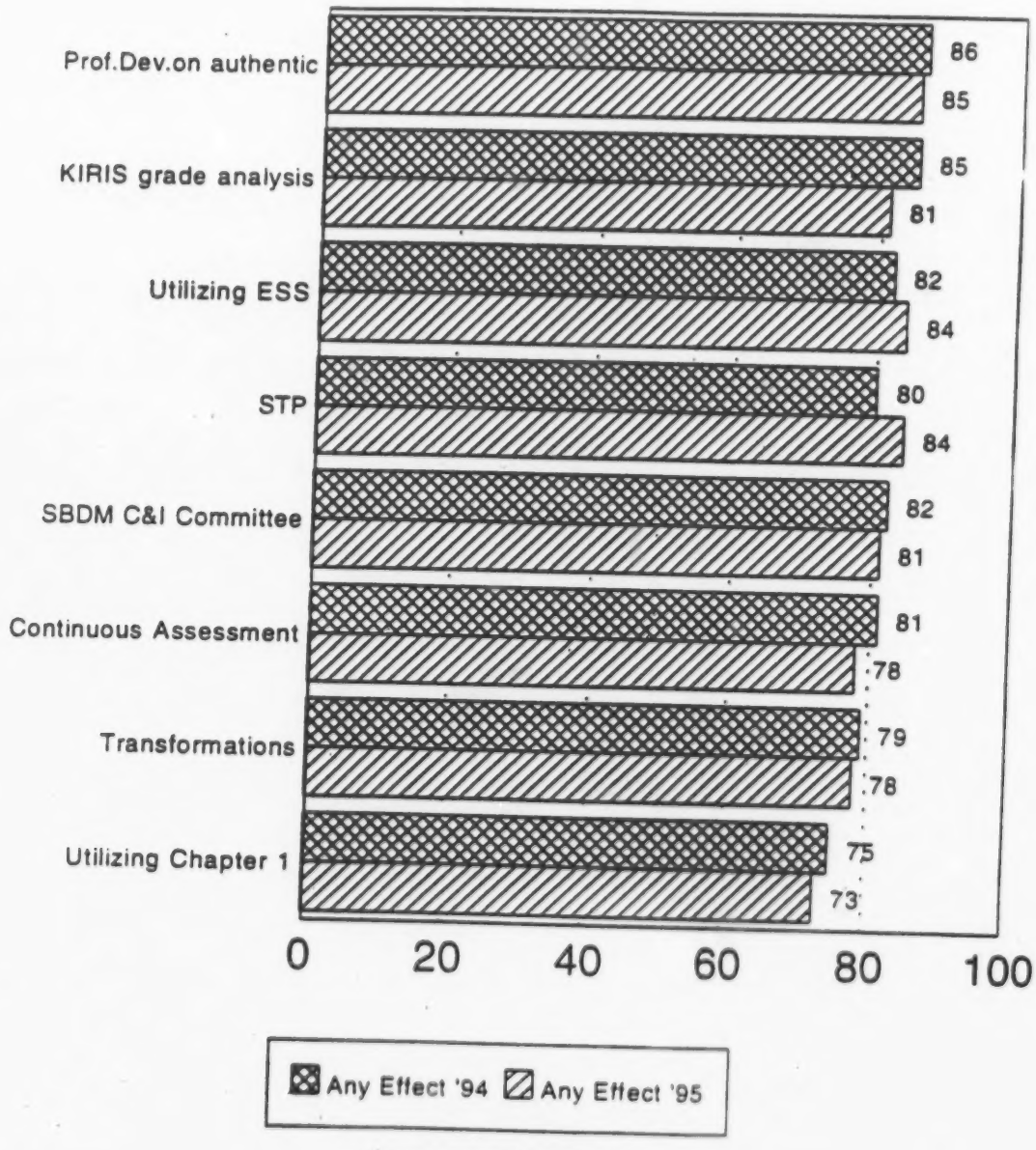
BEST COPY AVAILABLE

Non-SBDM principals rated all the strategies as relatively more effective than did SBDM members. Both years, nearly 10% more of the non-SBDM principals gave higher effectiveness ratings to professional development on authentic instruction and assessment than to other strategies. Non-SBDM principals also gave stronger effectiveness ratings to the use of a curriculum and instruction committee(s) as a strategies to improving KIRIS results. Interestingly, non-SBDM principals rated School Transformations Plans (STPs) as less effective than the other eight strategies, although there were mixed assessments across the survey years. In 1995, more non-SBDM principals rated STP as effective than the use of Chapter 1 (Title I). The reverse was true in 1994.

BEST COPY AVAILABLE

Figure 11

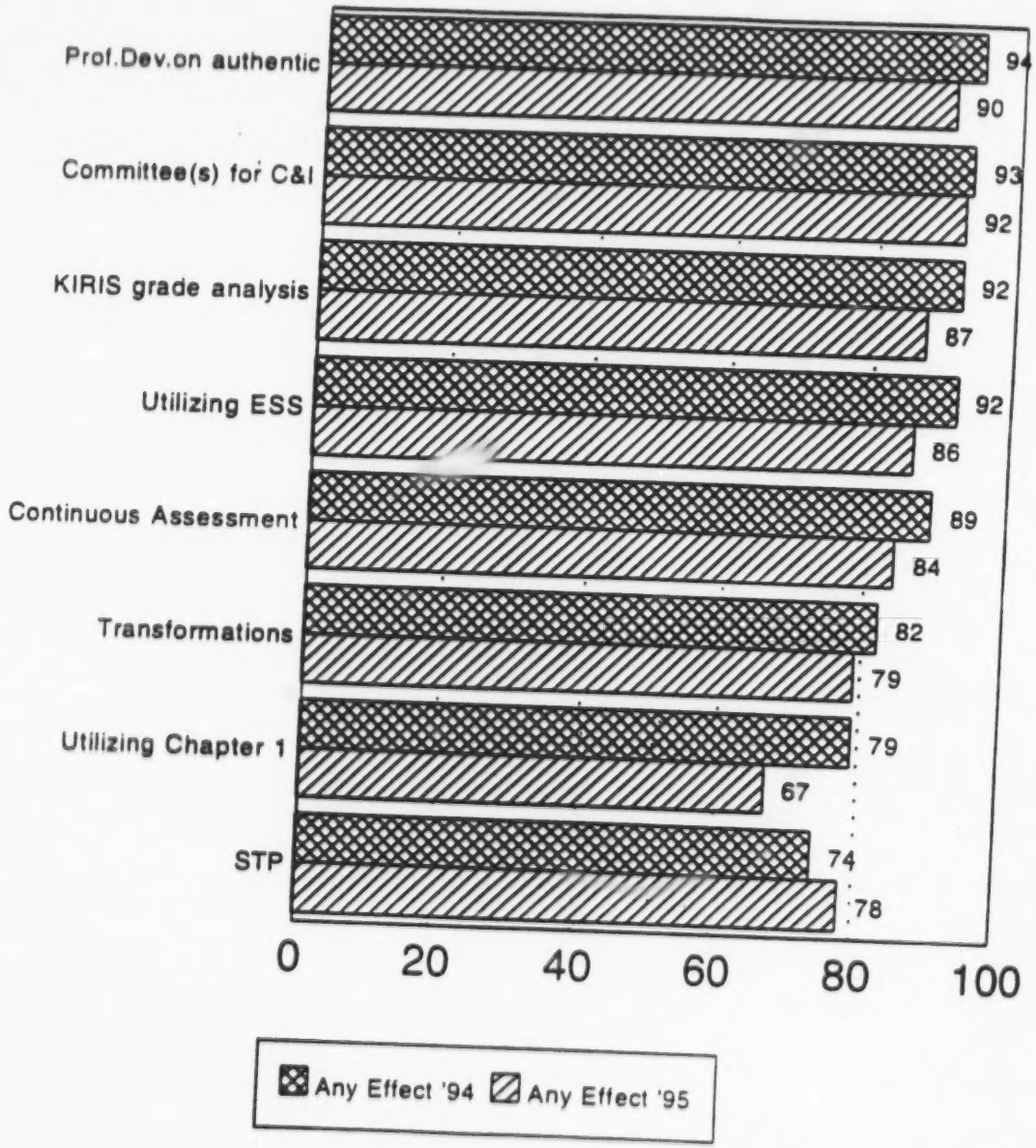
Which instructional strategies are effective in raising KIRIS?



(percentages)
SBDM members' responses

Figure 12

Which instructional strategies are effective in raising KIRIS?



(percentages)
non-SBDM principals' responses

BEST COPY AVAILABLE

Budget Process

The final section pertaining to SBDM Council activities was a series of ten questions about levels of involvement in the budget process. SBDM members and non-SBDM principals were asked to indicate the ways that different constituencies participate in establishing their schools' budgets. The question was presented in this manner:

> Indicate who is involved and to what extent in determining the budget for your school.

	Has the final word	Offers Suggestions, but doesn't have the final word	Receives Reports, but doesn't make suggestions or have the final word	Receives no info
* SBDM school council	4	3	2	1
SBDM school council budget committee	4	3	2	1
Other SBDM school council committees	4	3	2	1
The school's certified staff	4	3	2	1
The school's classified staff	4	3	2	1
General parent population	4	3	2	1
Principal	4	3	2	1
Central office staff	4	3	2	1
Superintendent	4	3	2	1
School board	4	3	2	1

*Non-SBDM principals were not asked this question

Figures 13 and 14 shows the respective responses of SBDM Council members and non-SBDM principals. There are distinct differences between the two groups' answers although the responses were fairly consistent over the two years of the survey.

As shown in Figure 13, SBDM Councils have "the final word" in the budget process according to the majority of the respondents (57% in 1994; 59%, 1995). Suggestions are accepted from numerous groups: budget committee (68% both years), principal (64%, 1994; 65%, 1995), certified staff (59%, 1994; 62%, 1995), and other committees (53% both years). A high proportion of the SBDM members (43% in 1994; 41%, 1995) reported that the general parent population had no information in the budget process. More than a third reported both years that

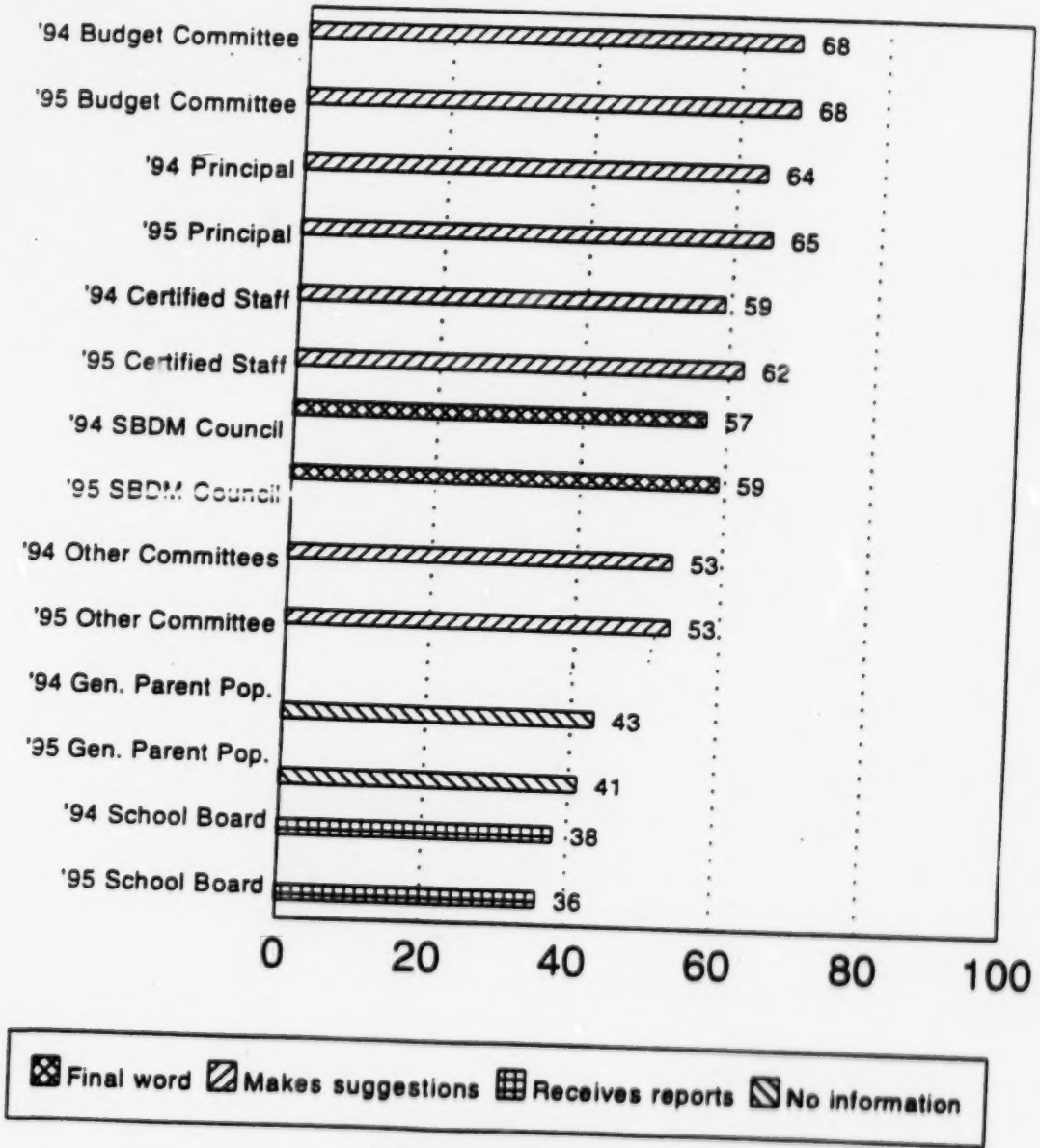
BEST COPY AVAILABLE

the role of the school board was to receive reports.

The contrast in reported involvement can be seen in the non-SBDM principals' reports shown in Figure 14. For example, the majority of non-SBDM principals (53% in 1994; 61%, 1995) reported that the principal had the final word on the budget. Input was collected from other groups, but the reported percentages were lower than in the SBDM members' reports. Also less of the non-SBDM principals than the SBDM members reported a role for the general parent population in the school-level budget process.

Figure 13

What are constituencies' level of involvement in the budget process?

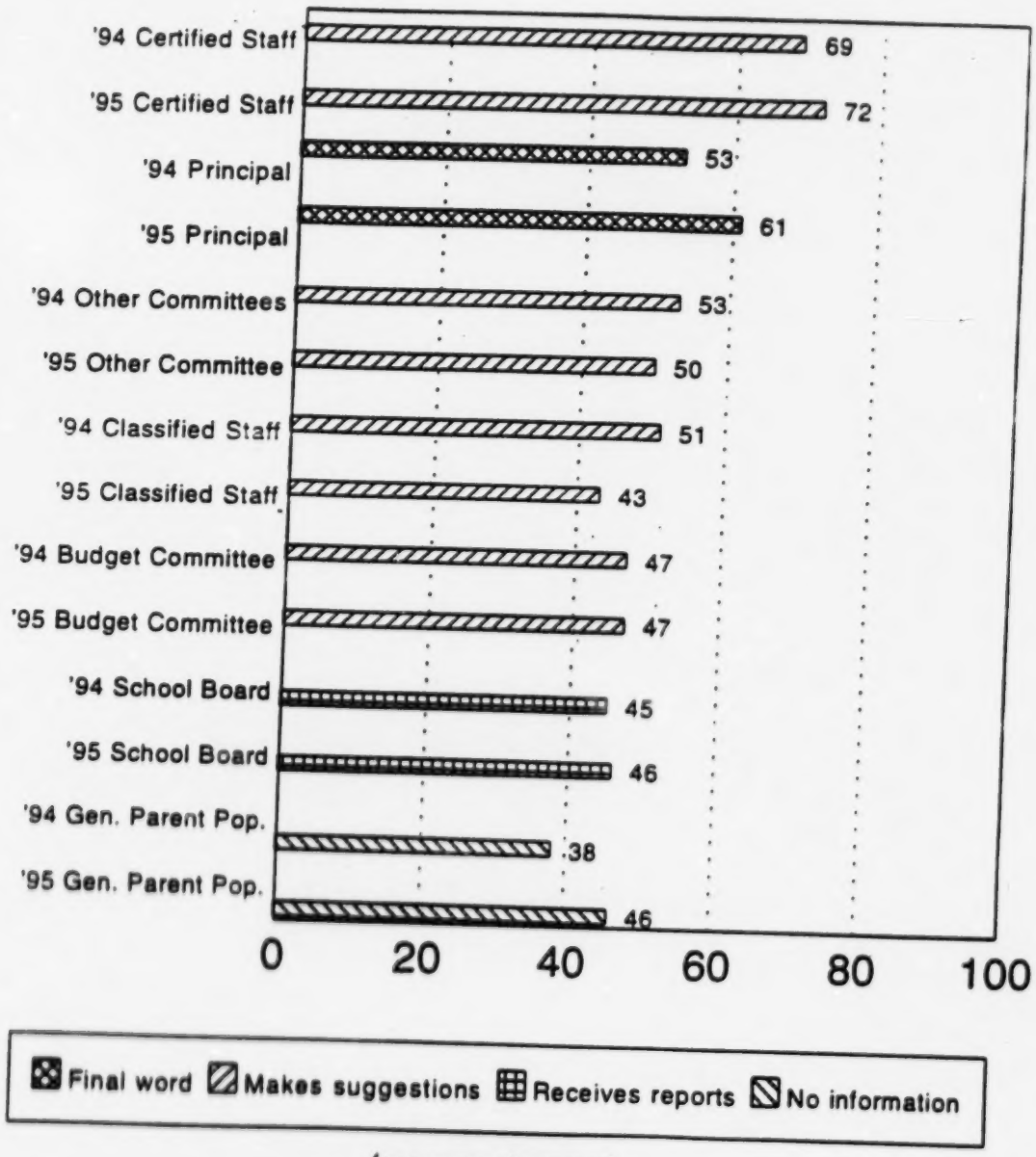


(percentages)
SBDM members' responses

BEST COPY AVAILABLE

Figure 14

What are constituencies' level of involvement in the budget process?



(percentages)
non-SBDM principal's responses

BEST COPY AVAILABLE

Summary

Two years is a very short time in which to establish longitudinal trends. There was considerable agreement from year to year in all groups' responses in the three areas reported in this overview.

How do people perceive the effectiveness of SBDM?

- Most people rate SBDM as good to excellent in their school and district.
- Ratings increased in both good and excellent categories from 1994 to 1995.
- Although people rate SBDM more highly in their own school, they also rate SBDM as good to excellent across their districts.
- In both 1994 and 1995, time was reported as the biggest barrier to implementing SBDM.
- KDE's Division of SBDM's Trainers network was rated as good to excellent in both years, and ratings increased in 1995.

Who is involved in SBDM?

- Superintendents report more efforts to involve, recruit, and hire women and minorities than do SBDM Council members or non-SBDM principals.
- Superintendents, SBDM Council members, and non-SBDM principals reported greater efforts to involve, recruit, and hire minorities and women in 1995 than in 1994.
- Most principals report using only four or five strategies to involve parents in SBDM activities.
- Nearly 80% of principals reported that they had not tried some of the more successful strategies for parent involvement in SBDM such as a pot-luck dinner or neighborhood

BEST COPY AVAILABLE

meetings.

What are the Councils doing?

♦ Councils report direct involvement in selecting principals and hiring other school personnel as they "consult with the principal."

♦ Councils tend to delegate discipline and curriculum policies to committees.

♦ Councils delegate the selection of instructional materials and texts to faculty.

♦ Principals are delegated responsibility in establishing job classification and making staff assignments.

♦ Not surprisingly, Councils claim the final discretion in the budget process while non-SBDM principals report they have the most discretion in the budget process.

♦ The group which seems to be the least involved in school budgeting is the general parent population.

♦ Councils report that professional development on authentic assessment and a by grade analysis of KIRIS are the most effective instructional strategies for raising KIRIS scores.

♦ Non-SBDM principals report that professional development on authentic assessment and a curriculum and instruction committee are the most effect instructional strategies in raising KIRIS scores.

As more Councils have more experience with SBDM, longitudinal data will help councils track effectiveness, productivity, and how SBDM involves more parents in education.

BEST COPY AVAILABLE